DOCUMENT RESUME

ED 042 454 JC 700 216

AUTHOR Parker, Paul
TITLE Escrow College: The Superior High School Student and the Community College.
INSTITUTION Kansas State Coll. of Pittsburg. Dept. of Administration and School Service.
PUB DATE [70]
NOTE 17p.

EDRS PRICE EDRS Price MF-$0.25 HC Not Available from EDRS.
DESCRIPTORS Admission Criteria, *College Bound Students, *College High School Cooperation, *College Preparation, Enrollment, High Achievers, *Junior Colleges, *Superior Students

ABSTRACT

The enrollment of superior high school students in college credit courses at the junior college level is considered in this report. Useable responses to a questionnaire sent to 113 community-junior colleges in seven mid-American states were received from 62 of 84 public and 13 of 29 private institutions. Five states--Colorado, Iowa, Kansas, Missouri, and Nebraska--reported such enrollments, while two states--Arkansas and Oklahoma--indicated none. The two states having the largest number of responding public junior colleges with such a program (a total of 35) were Kansas (13) and Iowa (11). The most often reported procedures for classifying a high school student superior, combined class rank and GPA. Personnel whose enrollment recommendations were most often required were the high school principal, high school counselor, and junior college dean. Only one college expressly required parents' consent for student participation. Other requirements frequently mentioned included high school standing as a first semester senior, and enrollment in no more tha n two college courses per semester. Most colleges also reported higher enrollments of this type during the second semester. Implications drawn from the data indicate the importance and positive effects of high school-junior college cooperation in providing capable students with increased opportunities for this early college exposure. [Not available in hard copy due to marginal legibility of original document.] (JO)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED042454

Department of Administration
and
School Services

ESCROW COLLEGE:

THE SUPERIOR HIGH SCHOOL STUDENT AND THE COMMUNITY COLLEGE

Paul Parker
Associate Professor

Kansas State College
Pittsburg, Kansas

JC 700 216

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 14 1970

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

PREFACE

Since very little information concerning the practice of community junior colleges in enrolling classified superior high school students for college credit has been assembled in a usable form, the writer undertook in the fall of 1969, to carry out a regional study related to the practice of enrolling superior high school students in community junior colleges. The purpose of this study was to gather a body of descriptive data concerning the procedures followed in seven mid-America states. Dr. Paul T. Dixon, Chairman, Department of Administration and School Services, and Dr. Aaron W. Harper, Dean, School of Education, concurred in the need for such information.

The purpose of this report is two-fold: First, to briefly summarize selected portions of the data compiled from the responses of community junior colleges in the seven selected states, to arrive at a general description of the practices used; and second, to provide interested individuals a detailed compilation of the data collected.

The writer wishes to acknowledge indebtedness and express sincere appreciation to the many individuals who contributed valuable support to this undertaking.

The secretarial assistance given by Mrs. Nona Knox, Mrs. Mildred Beer, and Miss Marvene Darraugh was most helpful. Mrs. Nona Knox typed the final copy.

Most important, however, was the cooperation on the part of the community junior college administrators who took time from busy schedules to take part in this study. To them, especially, we extend our thanks and appreciation.

TABLE OF CONTENTS

	Page
INTRODUCTION	4
PURPOSE AND PROCEDURE	6
The Questionnaire	6
The Sample	7
SURVEY RESULTS	8
Response Rate	8
Major Findings	8
DISCUSSIONS AND CONCLUSIONS	11
REFERENCES	13
APPENDIX	14
The Questionnaire	14
Seven Mid-America States	17

LIST OF TABLES

		Page
TABLE I:	Colleges Receiving Inquiry By State By Category and Response	7
TABLE II:	Enrollment of Selected High School Students in the Public and Private Colleges of Seven Mid-America States (1968-69 Academic Year)	11

INTRODUCTION

As the community-junior college assumes an ever increasing role in American higher education, it becomes more and more important that we know much more about the community-junior college, its students, and the services offered to those students. Many research efforts have provided us with useful information about students engaged in various post-secondary programs, particularly college-university parallel and vocational. By comparison, however, there is a dearth of research information about college credit programs being offered by community-junior colleges to selected high school students.

The concept and practice of accepting high school students for special enrollment in college credit programs on a part-time basis is not new. Junior colleges in California[1] and Kansas have been providing this service for a number of years. In fact, a report submitted to the University of Kansas Faculty Senate by the Committee on Visitation and Affiliation of Colleges, May 2, 1922, contained in Section II: Accreditation of Credit for Transfer to the University of Kansas, the following statement concerning the enrollment of high school students in college credit programs:

> . . . . . high school students with not more than two units to complete . . . may take work in the junior college, provided that the amount of work taken in the high school and junior college shall not exceed in total the equivalent of thirteen college credit hours.[2]

Probably as a direct consequence of this recommendation the practice of admitting selected high school students into college credit programs has been, for close to fifty years, a part of the services provided by Kansas junior colleges. The Evaluation Guide for Junior Colleges of Kansas published in 1967 includes in Section V. Student Personnel Services, Sub-section I. Admissions, the following:

> . . . . In addition, high school students who have completed fifteen units of credit may, upon recommendation of their principal, be admitted as junior college students.[3]

While California had for several years been admitting a limited number of high school seniors for enrollment on a part-time basis, it was not until 1959 that California enacted legislation authorizing the admission of twelfth grade high school students to junior colleges.[4] As a result of this legislative action, the enrollment of selected public junior colleges has been, according to Price, received enthusiastically and implemented at a rapid rate.[5]

Current articles in the Junior College Journal indicate that some of the more recently developed community-junior colleges are providing this college credit program. For instance, Decker reports Cuyahoga Community-Junior College, Cleveland, Ohio, as having a program available to high school seniors with outstanding scholastic records and aptitudes.[6]

PURPOSE AND PROCEDURE

The survey was designed to (a) identify the extent of the practice of providing college credit programs to selected high school students in seven states of mid-America (b) examine selected administrative procedures used by those colleges actually enrolling classified high school students, and (c) analyze the magnitude of enrollment in these programs during the 1968-69 academic year.

A special questionnaire consisting of three parts was designed for the study: Part I was designed to identify the college and name of the official providing information; Part II was designed to identify selected administrative practices. Data was collected to answer five questions:

(1) What procedure was used in classifying students as superior?
(2) Who recommends enrollment of the selected high school student as a special part-time junior college student?
(3) At what level of high school standing is enrollment as a part-time junior college student permitted?
(4) How many college courses can the high school student take in any one enrollment period?
(5) How many total hours of college credit can be earned by the high school student enrolled as a part-time junior college student?

Part III was designed to determine the actual scope of the enrollment of selected high school students as part-time junior college students. Information was collected to answer four questions:

(1) How many high school students were enrolled in each college during the fall and spring semesters?
(2) What were the total number of credit hours being carried by these students?
(3) How many different courses were being taken by these students?
(4) These students represented how many different high schools?

The questionnaire was sent to 113 junior colleges in seven selected mid-America states: Arkansas, Colorado, Iowa, Kansas, Missouri, Nebraska and Oklahoma. Colleges that received the inquiry were all those in the above states listed in the Directory: American Association of Junior Colleges (1968 edition). There was no attempt to categorize the college in relation to such factors as enrollment, urban, rural, etc.

The junior colleges in the seven states were categorized into two groups according to type of control. Table I presents the total number of colleges in each state by category receiving a questionnaire and the response.

TABLE I
COLLEGES RECEIVING INQUIRY BY STATE
BY CATEGORY AND RESPONSE

State	Public			Private		
	No. Sent	Returned	%	No. Sent	Returned	%
Arkansas	3	1	33	4	0	0
Colorado	11	8	73	0	0	0
Iowa	21	13	62	6	3	50
Kansas	19	18	95	5	4	80
Missouri	13	9	70	8	6	75
Nebraska	6	5	83	1	0	0
Oklahoma	11	8	73	5	0	0
Totals	84	62	74	29	13	45

SURVEY RESULTS

The usable response rate to the survey instrument was 66 per cent (75 of the 113 colleges). Responses were received from 74 per cent (62 of 84) of the public junior colleges, 45 per cent (13 or 29) of those colleges identified as private.

The major findings relative to the extent of providing a college credit program were:

1. Five states - Colorado, Iowa, Kansas, Missouri, and Nebraska - have high school students (as classified by this study) enrolled as special part-time junior college students.

2. Two states - Arkansas and Oklahoma - have no high school students (as classified by this study) enrolled as part-time junior college students. According to a number of respondents from Oklahoma, school laws and interpretation of those laws in the State of Oklahoma, prohibit enrollment of high school students in institutions of higher education. The response from Arkansas was too limited to ascertain a pattern.

3. Thirty-five (67 per cent) of the public colleges actually had selected high school students enrolled. Two states (Kansas with 13 and Iowa with 11) accounted for twenty-four of these colleges. The remaining colleges were located as follows: Colorado and Missouri, four each; Nebraska, three. Five colleges, three in Kansas and two in Missouri, were identified as having a practice of enrolling superior high school students. However, these colleges reported having none enrolled during the time covered by this survey. Two colleges in Colorado reported they were working on developing a policy of enrolling superior high school students.

4. Eleven public colleges - two each in Colorado and Iowa, three each in Kansas and Missouri, and one in Nebraska - reported having no developed policy of admitting selected high school students and therefore were not enrolling these students in their college program. (The three colleges in Kansas were new, having enrolled students for the first time in September of 1969.)

5. Private colleges responded as follows: Seven (54 per cent) were enrolling selected high school students, five (38 per cent) had no policy of admitting such students and had none enrolled. One college had a policy of admitting high school students, but none were enrolled during the period covered by this study.

The significant findings concerning selected administrative practices were:

1. A combined practice of using rank in class (top 25 per cent most frequently used) and grade-point average (B or better) was reported by 86 per cent of both public and private junior colleges as the procedure used in classification of student as superior. Other methods reported were combinations of rank in class, grade-point average, and scores on specified standardized tests.

2. Thirty-five (100 per cent) of the public colleges, five (71 per cent) of the private colleges stated that the recommendation of the high school principal is necessary before the high school student can enroll as a part-time junior college student. The junior college dean, according to twenty-five public and four private colleges, must also participate in the recommendation. Eleven colleges (10 public) reported participation in the recommendation by the high school counselors. Of interest, only one college required the consent of the students' parents.

3. High school standing as a first semester senior was the minimum requirement by twenty-seven (77 per cent) of the public, and six (86 per cent) of the private colleges for enrollment of the classified students as part-time junior college students.

4. When the responses to the question concerning the number of courses that superior high school students enrolled as special part-time college students can take at any one enrollment period were analyzed, it became apparent that two courses were most frequently used as a limiting factor by most public colleges (60 per cent). However, one course only was reported by ten public colleges, and five public colleges indicated no limitation. Private colleges were more likely to limit enrollment to one course only (57 per cent).

5. Thirty-four (96 per cent) of the public colleges permit the selected high school student to earn a total of six or more college credit hours. Of this number, fifteen reported no limitation established. Private colleges permitted earning of more than six hours. Most indicated no specific limitation.

The major survey results describing the scope of actual enrollment by selected high school students were:

Data collected in this study indicated that the second semester was the most popular semester for superior high school students to enroll as special part-time junior college students. This corresponds with the California study of 1960.[7] Table II shows that five more public junior colleges enrolled students during the second semester than in the first semester. Both public and private colleges show a significant increase in the number of students enrolled, courses being taken, and number of

units of credits being taken during the second semester. Table II shows the number of colleges, public and private, enrolling selected high school students, number of high school students, total number of units of credit, number of different courses, and number of different high schools represented. This data is reported for the fall and spring semesters.

TABLE II
ENROLLMENT OF SELECTED HIGH SCHOOL STUDENTS
IN THE PUBLIC AND PRIVATE COLLEGES OF
SEVEN MID-AMERICA STATES
(1968-69 ACADEMIC YEAR)

Semester	College By Type	No. of Colleges	No. of HS Students	No. of Units of Credit	No. of Diff. Courses	No. of Diff. High Schls.
First	Public	30	155	643	105	46
	Private	7	44	208	31	7
Second	Public	35	213	825	129	52
	Private	7	57	253	37	9
Increase	Public	5	58	182	24	6
	Private	0	13	45	6	2

DISCUSSIONS AND CONCLUSIONS

The above, then, are the significant findings of this study. Basically, the treatment of the data was descriptive -- for example, a certain number and percentage of public and private junior colleges are enrolling classified superior high school students as special part-time junior college students for the purpose of earning college credit. Through this approach, it was possible to identify a number of public and private junior colleges in selected states of mid-America that are actively engaged in such a program, the administrative practices used to implement

the program, and the magnitude of actual participation in such programs by selected high school students.

The findings of this study vividly demonstrate that junior colleges, public and private, in certain states of mid-America are contributing very significantly to the acceleration and enrichment of educational opportunities to a number of identified superior high school students. Among institutions of higher education, the junior colleges would seem to be the institution most likely to be in a position to offer this type of educational opportunity and should probably feel an obligation to do so.

A descriptive approach, however, ignores the major question of effectiveness of these early educational opportunities, and many other questions that might be even more useful in planning for junior college contributions to higher education. It is useful to know the junior colleges are active in providing such opportunities. But the full effect of such information will not be recognized until these facts can be related to more significant issues. Issues, for example, of what is the relationship between the student's participation in such programs and his accelerated entry into either, job or other institutions of higher education? How do colleges providing such programs differ in institutional, administrative, faculty, and community philosophy? Why do some states, and not others, prohibit the enrollment of selected high school students as special part-time students? Is there a difference here in philosophy and concept concerning the opportunities and obligations of the junior college? Do college faculty members see significant advantages to the program both for acceleration and enrichment?

Answers to these questions - and many more like them - hopefully will emerge from the research efforts of other individuals and groups

interested in the junior college development, and its potential as a vehicle of early experience in college credit programs for superior high school students.

There are other findings of significance that can be implied from this study: (1) The importance of junior colleges being willing to work with high school personnel in a cooperative effort to provide capable high school students a meaningful early college educational experience, (2) The need for junior college leadership in working actively to remove prohibitions placed upon enrolling superior high school students in institutions of higher education as a special part-time student, in states where such enrollment is prohibited, and (3) The support of the view that every advantage should be taken to encourage the acceleration and enrichment of educational opportunities for those high school students that have exhibited scholastic excellence.

---

[1]Hansen, John S., "The College Credit Program for Selected High School Seniors at Fresno City", Junior College Journal, 31 (December, 1960), p. 193.

[2]Flint, Jack M., F. Floyd Herr, Carl L. Heinrich, The Kansas Junior College: 50 Years of Progress. Topeka: State Department of Public Instruction, 1968, p. 12.

[3]Hayden, Murle M., Evaluative Guide For Junior Colleges of Kansas. Topeka: State Department of Public Instruction, 1967, p. 18.

[4]Price, Hugh G., "Study of Enrollment of Superior High School Students in California Public Junior Colleges", Bureau of Junior College Education. California State Department of Education, Sacramento 14, California, 1960, p. 1.

[5]Ibid. p. 2.

[6]Decker, Richard C., "Cuyahoga Community College", Junior College Journal, 40 (December 1969/January 1970), p. 15.

[7]Price, Loc. Cit.

We are seeking your help and cooperation in making a study of the number of superior high school students enrolling in junior colleges during the academic year of 1968-69.

The results of the study will be disseminated and should provide a detailed description of the pattern of junior college enrollment by superior high school students in your state.

We will certainly appreciate your cooperation and assistance in this study.

Sincerely,

Paul W. Parker
Associate Professor

PWP:nk

ENROLLMENT OF SUPERIOR HIGH SCHOOL STUDENTS
IN JUNIOR COLLEGES

College _____
Name Address

College official providing information _____
Name

_____
Position

Administrative Practice

1. Classification of student as superior is determined by (check all that apply):

   A. Rank in class
      1. Top 25% _____
      2. Top 33% _____
      3. Top 50% _____

   B. Grade point average
      1. B or better _____

   C. Other (please explain) _____
      _____
      _____

2. To enroll as a special part-time junior college student, the high school student must have the recommendation of (check all that apply):

   High School Principal _____
   Junior College Dean _____
   High School Teacher _____
   Junior College Teacher _____
   Others (Explain)_____
   _____

3. To enroll as a special part-time junior college student, the high school student must be enrolled in the high school as (check the minimum requirement):

   First semester junior _____
   Second semester junior _____
   First semester senior _____
   Second semester senior _____

4. Superior high school students enrolled as special part-time junior college students may enroll in how many college courses at any one enrollment?

One only	_____
Two only	_____
More than two	_____

5. Superior high school students enrolled as special part-time junior college students may earn total college credit hours not to exceed

Three	_____
Four	_____
Five	_____
Six	_____
More than six	_____

Students Enrolled
Academic Year 1968-69

1. Total number of high school students enrolled in your college:

Fall	_____
Spring	_____

2. Total number of units of credit being carried by high school students enrolled in your college:

Fall	_____
Spring	_____

3. Total number of different courses being carried by high school students in your college:

Fall	_____
Spring	_____

4. The number of different high schools in which these students are enrolled:

Fall	_____
Spring	_____